DOCUMENT RESUME

ED 068 927 CS 200 134

TITLE	Book II: Language Arts Guide.
INSTITUTION	Conrad Area School District, Wilmington, Del.
PUB DATE	[70]
NOTE	108p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Behavioral Objectives; Bibliographies; Elementary Grades; *Individualized Instruction; *Language Arts; Listening; Reading; Self Evaluation; Speaking; Spelling; *Teaching Guides; *Teaching Techniques; Writing

ABSTRACT

This teaching guide, which is the framework for the Conrad Area District (Delaware) Language Arts Program, includes for the third and fourth grades the areas of listening, speaking, reading, spelling, and writing. It has priority over the commercial guides due to its highly sequential development, its emphasis on individualization of instruction, and its usefulness with all types of printed matter. The suggested teaching strategies are suggestions only, and teachers are encouraged to be innovative. Each of the five sections includes an introduction, materials to use, behavioral objectives, a bibliography, and an index of skills for self- or pupil evaluation. (JF)

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ED 068927

BOOK II

LANGUAGE ARTS

GUIDE

CONRAD AREA SCHOOL DISTRICT

[Wilmington, Delaware]

CS 200 134

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ACKNOWLEDGMENTS

The Language Workshop is an outgrowth of the Reading Curriculum meetings during the school year 1969-1970. At these various curriculum meetings many ideas were expounded and exposed. As these ideas were brought before the Board, voted and approved by them, the dream became a reality. The Conrad Area Board is to be commended for its confidence and foresightedness in underwriting this project.

It would be difficult to find a more dedicated, cooperative, and industrious group of teachers than those who comprised our workshop. Each is to be commended for a job well done. The workshop was comprised of the following representatives:

Beatrice Brenner	Richey Elem.	Kindergarten 70-71
Eliz. McLaughlin	Spruce Ave. Elem.	Sixth Grade 70-71
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Martha Rushlow	Poplar Ave. Elem.	Kinder.-First 69-71
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Tulane Thompson	Richardson Park Elem.	Grade 2, 69-71
Tina Ward	Spruce Ave. Elem	Grade 3, 69-71
Kathryn French	Spruce Ave. Elem.	Title I Director-69-70
Cathy Richardson	Krebs Elementary	Grade 3, 69-70
Betsy Conner	Krebs Elementary	Reading Chairman - 69-70
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Barbara Zydanowicz	Krebs Elementary	Grade 6, 69-70
Beckie Lowe		Reading Supervisor
Willie Mae Johnson	Krebs School	Parent 69-70
Gertrude Bair	Krebs School	Parent 69-70

The above people made the responsibility of guiding it, easy, pleasant, and very gratifying. Working with this group has been a joy for the "director".

It has been a pleasure working with a director such as Beckie Lowe who has been patient and added much to the enthusiasm of our program. Our committee also feels that she was an excellent model to pattern ourselves after as she worked so diligently.

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PREFACE

This guide is the framework for the Conrad Area District Language Arts Program. It includes the areas of Listening, Speaking, Reading, Spelling, and Writing. These cognitive skills are listed in what can be considered a hierarchy of continuous development. Some listening skills need to be achieved in order for the child to master his speaking skills, and this pattern continues through the reading, spelling and writing areas.

As the hierarchy of Language Arts skills is developed, so are the areas themselves. Pre-testing, pre-assessment, or pre-evaluation is imperative to determine the level of the child's development in each area. The child must be taught at the level at which he is achieving successfully, regardless of age or length of time in school. Once the student's instructional level is determined, it is necessary to continue diagnosis throughout the instruction so that each child is challenged continually.

Although it appears that only cognitive skills are being stressed, the affective domain is very important and requires a longer sequence of time to show this hierarchy of development. From the moment of the conception of the idea to internalization may take anywhere from six months to six, or sixteen years, and for some, it may never occur. Some reading authorities refer to this as maturity in reading.

The committee offers the following student objectives to be realized:

1. Recognition of the importance of listening, speaking, reading, writing, and spelling.
2. Finds pleasure and takes pride in completing any Language Arts activity voluntarily.
3. Becomes personally committed and/or shows loyalty to his own ideas or communications through his behavior.
4. Shows consistent characteristics of beliefs and is able to relate value of the old to the new which he is in the process of accepting or rejecting. And finally to
5. Developing a consistent philosophy of life.

The Conrad Area Language Arts Guide is to have priority over the commercial guides due to its highly sequential development and emphasis on individualization of instruction. This guide can be utilized with all types of printed matter, whereas other guides are developed for one particular series. Don't throw the commercial guides out the window yet; they do have other valuable information to offer.

As you use this guide, the teaching strategies are suggestions only to help you get started. There are as many ways of teaching as there are teachers, so feel perfectly free to be innovated.

A series of grade levels are designated for each behavioral objective only to establish the possible parameters within which individualization instruction can take place, not as a blueprint for teacher performance.

Take time to jot down additional skills, materials, etc., which have been omitted and you feel are pertinent to the program so as to enhance your own teaching from time to time. Also to serve district needs in the future if and when revision becomes necessary.

LISTENING

3-4

LISTENING SKILLS

Introduction

The skill of listening is an integral part of our daily lives and yet this skill has become the most neglected one in the language arts curriculum. Paul Rankin says, "Listening is the most frequently used language activity with the average adult spending approximately three times as much time listening as reading."[1]

The mere fact that pupils "receive information by viewing and listening does not mean they have really developed either ability,"[2] but how many times has a teacher assumed that this potential is functioning properly and completely. Generally, teachers take listening for granted, nor do they usually think of it as a skill, such as reading or writing.

In some ways, listening is more demanding than reading - a person must recognize the sounds rather than the printed symbols; he must remember ideas from the initial hearing; he must organize the ideas heard and relate them in importance to one another; discover the difference between fact and opinion; visualize characters and settings; he must listen for sequence, for emotion and for mood.

One purpose of this guide is to ascertain the listening skills and then proceed with the teaching of this skill to each and every pupil. The teacher must determine the level of listening by pre-assessing the student with a listening capacity test which is part of the Informal Reading Inventory (I.R.I.) or the Durrell Analysis of Reading Difficulties or the Botel Listening Inventory. Using the

results of such, the teacher can begin to plan the listening program as needed for the student. Once the needs are pinpointed, adequate practice is provided and suited to the level of development for each individual, and materials are provided that are sequential and repetitive, then the student should be able to develop the skill of listening as a source of pleasure and enjoyment as well as a source of information. The ultimate aim of listening is when there is a "real meeting of the minds."

3-4 MATERIALS

1. Word Building Cassettes - Instructo
2. Word Building Transparencies - Instructo
3. Phonics Charts - Dennison
4. Imperial Reading Cassettes
5. Ideal - Listen and Learn Cassettes
6. Bowman - High Interest - Horses - Cassettes
7. Tape Recorder

LISTENING

Level - 3,4 38

Skill - Differentiating between one and two syllable words.

Behavioral Objective - Given a list of one and two syllable words, the child will be able to identify orally the words according to syllables.

Learning Activities and/or Teaching Strategies - As the teacher reads a list of one and two syllable words, the child will be able to distinguish orally the one syllable words from the two syllable words.

Level - 3,4 39

Skill - Distinguishing the placement of initial, medial, and final consonant.

Behavioral Objectives - Given a list of ten words each for initial, medial, and final consonant, the child will group them according to consonant placement.

Learning Activities and/or Teaching Strategies -

Words:	Initial	Medial	Final
cat	turkey	cotton	cat
cotton			
turkey			

Level - 3,4 40

Skill - To be able to recognize polysyllable words.

Behavioral Objectives - Given a list of words, the child will be able to indicate the correct number of syllables in each.

Learning Activities and/or Teaching Strategies -

1. station	4. kingdom
2. carpenter	5. neighborhood
3. elephant	6. exercise

Level - 3,4 41

Skill - Classifying words of like vowel sounds.

Behavioral Objectives - Given words in groups of three, the child will be able to name the two words having like sounds.

Learning Activities and/or Teaching Strategies - Underline the two vowels with like sounds.

1. Cake
2. Man
3. Main

Level - 3,4 42

Skill - Reinforce rhyming sounds.

Behavioral Objective - Given the first line of a two line rhyming verse, the child will be able to insert the rhyming word in the second line.

Learning Activities and/or Teaching Strategies - Linda likes to read a book.
Mary would rather look or cook.

Level - 3,4 43

Skill - Auditory discrimination of Consonant Clusters - Double Blends

Behavioral Objective - Given a group of four words, three of which begin with the same consonant (such as bl) in the initial position, the student will select the ones that begin with that blend.

Learning Activities and/or Teaching Strategies - The same procedure could be used to review blends in medial and final position.

Level - 3,4 44

Skill - Auditory discrimination of Consonant Clusters - Triple Blends.

Behavioral Objective - Student will be directed to identify the triple blends (such as scr - spl- and others) in a group of words, some of which include words which do not have triple blends.

Learning Activities and/or Teaching Strategies - The blends which cannot be identified, will be retaught. For practice:

1. Student will be given a list of four words, three of which begin with a particular triple blend and one which does not. Identify the one that does not contain the triple blend.
2. Given lists of words from which the triple blends have been omitted, student will supply those needed blends. These could be words in a list, in sentences or in a story.

Level - 3,4 45

Skill - To be able to recognize alliteration.

Behavioral Objective - Given an oral reading of a tongue twister or a verse, the student will be able to orally state what the alliterative unit is in the excerpt.

Learning Activities and/or Teaching Strategies -

A tutor who tooted the flute
Tried to tutor two tooters to toot.
Said the two to the tutor,
"Is it harder to toot, or
To tutor two tooters to toot?"

Level - 3,4 46

Skill - To determine purpose for listening.

Behavioral Objective - The child will verbally distinguish between the type of material read for enjoyment and subject matter material.

Learning Activities and/or Teaching Strategies -

1. Dr. Seuss - Cat in the Hat
2. Reference book on Science, Social Studies, etc.

Level - 3,4 47

Skill - Recall of story details

Behavioral Objective - After listening to a given story, the child will be able to recall five details of the story.

Learning Activities and/or Teaching Strategies - Read a story to the class and then ask five questions concerning what happened in the story.

Level - 3,4 48

Skill - To compare two stories to ascertain similarities

Behavioral Objective - With knowledge gained from a previously known selection, the student will tell the similarities of the two stories.

Learning Activities and/or Teaching Strategies - After reading the second story, the teacher will ask the students which story in the past relates to this story.

Level - 3,4 49

Skill - Recognition of fact and opinion.

Behavioral Objective - After student talks on assigned topic, the class will discuss presence of both fact and opinion in the speech and whether or not the facts were substantiated and the opinions qualified.

Learning Activities and/or Teaching Strategies - The student was assigned to speak on "Pollution of the Streams and Rivers in Delaware." The students listen to his speech and criticize his speech for substantiating facts and qualified opinions.

Add: (1) Similes, (2) Metaphors (Recognition)

Level - 3,4 50

Skill - To be able to interpret moods through listening to a story.

Behavioral Objective - After the teacher reads a given story, the child will be able to state the mood of the story.

Learning Activities and/or Teaching Strategies - The child will be able to state whether the story makes him happy, sad, etc.

Level - 3,4 51

Skill - To be able to substitute new words for over-used words and phrases.

Behavioral Objective - After hearing a sentence containing a familiar over-used word or phrase, the child will be able to restate the sentence using a more interesting descriptive word without changing the meaning of the sentence.

Learning Activities and/or Teaching Strategies - We saw a big animal.
We saw an enormous animal.

Level - 3,4 52

Skill - Become a "word collector"

Behavioral Objective - If a student hears a friend or teacher use a word with which he is not familiar, ask the person to explain what that word means to him. Words can be excahnged this way. Add these to the student's word file.

Learning Activities and/or Teaching Strategies - Have the child keep an individual vocabulary list.

BIBLIOGRAPHY

Alkin, Marvin C. Instructional Objective Exchange, UCLA Graduate School of Education, 1966.

Copeland, Carrie M. Morristown Elementary Schools Curriculum Guide, 1967

INDEX OF SKILLS

THIS SKILL LIST CAN BE USED BY THE TEACHER FOR SELF-EVALUATION OF MATERIAL TAUGHT.

SKILL LIST - 3-4 LEVEL LISTENING:

_____ 38. Differentiating between one and two syllable words.

_____ 39. Distinguishing the placement of consonant sounds.

_____ 40. Recognize poly-syllable words.

_____ 41. Classifying words of like-vowel sounds.

_____ 42. Reinforcing rhyming sounds.

_____ 43. Double consonant blends.

_____ 44. Triple consonant blends.

_____ 45. Alliteration.

_____ 46. Purpose for listening.

_____ 47. Recall of story details.

_____ 48. Compare two stories to ascertain similarities

_____ 49. Recognition of fact and opinion

_____ 50. Interpret moods through listening to a story.

_____ 51. Substituting new words for over-used words and phrases.

_____ 52. Become a "word collector".

SPEAKING

3-4

SPEAKING SKILLS - INTRODUCTION

After listening, speaking is the next skill to be developed in the hierarchy of human development. The infant starts by babbling and imitating the more mature, and progresses in the improvement of oral communication. Thus, it is only consistent to development to assume that the listening vocabulary would be the largest of all vocabularies, with the speaking vocabulary ranking the second place. It is the basic vocabulary for understanding and the background for the dissemination of life's experiences.

To take a backward glance through history one sees that the development of new vocabulary has taken place mostly in the last thirty years or so. As the result, words of constant use are actually composed of initials of long titles, or the end result of creative thinking. Children need to be inspired to be more creative in word selection when speaking as well as writing.

Speaking plays such importance in the development of reading skills that the two can be for all practical purposes equated, especially if the "Language Experience Story Approach" is used in the early stages of reading, or in a remedial situation.

This guide is an attempt to list the speaking skills in order of development and to show its relationship to the other language

arts area. Therefore, it behooves the teacher to pre-assess the speaking habits of each student through an informal speaking situation, and take notice of those children having speech difficulties. Those having severe problems should be immediately referred to the speech therapist.

Upon completion of the pre-assessment, a planned program should be devised to facilitate the proper speech habits. By using this guide to enhance the teaching and evaluation of the skill, and with sequential and repetitive enforcement, each student should make adequate individual progress. The end result should be that a pupil is capable of speaking well in most informal situations using his speaking-thinking skills in a creative and interesting manner.

3,4 - SPEAKING - MATERIAL

1. Coronet Study Prints - Climates
2. Tape Recorder
3. Fun With Rhymes - kit used
4. Picture collection (pictures cut from magazines)
5. Group Sounding Game - Dolch
6. Syllable game - Dolch
7. Read and Say Word Game - Dolch
8. Sight Phrase Card - Dolch

SPEAKING

Level - 3,4 16

Skill - Recognizing a complete sentence.

Behavioral Objective - The child will distinguish the complete sentences from groups of words.

Learning Activities
and/or
Teaching Strategies - Ask class to close eyes. Teacher reads a list of phrases and sentences and requests student to raise his hand when a group of words is read that is not a sentence.

Level - 3,4 17

Skill - Answering questions in complete sentences.

Behavioral Objective - When asked a specific question, the child will relate his answer in sentence form.

Learning Activities
and/or
Teaching Strategies - Q. What is your name?
A. My name is _____ _____.

Level - 3,4 18

Skill - Staying on one topic.

Behavioral Objective - Given a specific topic the child will be able to state three facts related to that topic.

Learning Activities
and/or
Teaching Strategies - In a unit on Famous Americans, in a lesson on the inventions of B. Franklin, the child will be able to state, or list, 3 inventions.

Level - 3,4 19

Skill - Building a phrase into a sentence.

Behavioral Objective - Given a phrase or incomplete sentence, the child will be able to recognize what is missing and change it so that it becomes a complete sentence.

Learning Activities and/or Teaching Strategies - Example: A dog in my house yesterday.
I saw a dog in my house yesterday.

Level - 3,4 20

Skill - Recognizing sentences related to a specific topic.

Behavioral Objective - After hearing a paragraph containing one or more unrelated sentences, the child will be able to identify verbally the sentence or sentences which do not belong to the topic.

Learning Activities and/or Teaching Strategies - Use a paragraph from any text and insert one or two unrelated sentences.

Level - 3,4 21

Skill - Group discussion courtesy

Behavioral Objective - To be a courteous member in a group discussion, the child will be able to listen attentively, participate in the discussion, disagree with others' opinions courteously, and refrain from interrupting.

Level - 3,4 22

Skill - Improving clarity of speech when using words ending in "ing" and "ed"

Behavioral Objective - When reading aloud a paragraph containing a given number of words ending in "ing" and "ed", the child will pronounce the complete word without neglecting the ending sound.

Learning Activities and/or Teaching Strategies - Prepare a paragraph for the pupil to read orally containing "ed" or "ing" words. Have the pupil correctly pronounce each word.

Level - 3,4 23

Skill - Adjusting the volume of voice to the proper situation.

Behavioral Objective - The child will be able to adjust the volume of his voice so that it is appropriate to the speaking situation; such as changing the volume to meet the needs of a small reading group, total classroom discussion, playground activities, etc.

Level - 3,4 24

Skill - Avoiding the use of unnecessary words in a speaking situation.

Behavioral Objective - In informal speaking situations the child will avoid the use of unnecessary words such as, and a, ya' know, and so, etc.

Level - 3,4 25

Skill - Improving conversational skills by using the correct pronouns.

Behavioral Objective - In conversation, the child will use the correct form of the pronouns. For example: me and I.

Learning Activities and/or Teaching Strategies - Discuss the improper use of pronouns as they arise in conversation to make the child aware of the correct use.

Level - 3,4 26

Skill - To be aware of the use of double negatives.

Behavioral Objective - Through practice in informal speaking situations the child will avoid the use of double negatives.

Level - 3,4 27

Skill - Providing a conclusion to a story.

Behavioral Objective - Given an incomplete story the student will supply a conclusion.

Learning Activities and/or Teaching Strategies - The teacher will read part of a short story to the children and ask one or more children to add an ending to the story.

Level - 3,4 28

Skill - To develop expression through choral readings.

Behavioral Objective - Using a specific poem, the children will recite their parts and demonstrate a flow of expression.

BIBLIOGRAPHY

SPEAKING

1. Alkin, Marvin C. - Instructional Objective Exchange - U.C.L.A. Graduate School of Education (1966)

2. Copeland, Carrie M. - Morristown Elementary School Curriculum Guide (1967)

INDEX OF SKILLS

THIS SKILL LIST CAN BE USED BY THE TEACHER FOR SELF-EVALUATION AND/OR PUPIL EVALUATION OF MATERIAL TAUGHT.

_____ 16. Recognizing a complete sentence.

_____ 17. Answering questions in complete sentences.

_____ 18. Staying on one topic.

_____ 19. Building a phrase into a sentence.

_____ 20. Recognizing sentences related to a specific topic.

_____ 21. Group discussion courtesy.

_____ 22. Improving clarity of speech in word analysis.

_____ 23. Adjusting the volume of voice to the situation.

_____ 24. Avoiding the use of unnecessary words.

_____ 25. Using the correct pronoun.

_____ 26. Be aware of and avoiding the use of double negatives.

_____ 27. Providing a conclusion to a story.

_____ 28. Develop expression through oral reading.

READING
3-4

READING SKILLS - INTRODUCTION

Reading has been the pinnacle of all the Language Arts and for years has been stressed, observed, analyzed, and criticized by everyone. It is a skill or process to be learned not a subject matter course. It has been recognized as the road to an education and if Johnny couldn't read - what did Johnny do?

This guide has been developed to assist you in structuring a developmental reading program for each pupil. A developmental reader is "characterized by ability to pronounce at least 95% of the running words, freedom from symptoms of frustration, a high degree of comprehension, rhythm, accurate interpretation of punctuation, facility in use of word-perception skills, and other types of reading skills." Also, there are other times in which a pupil will need reinforcement, repetitive, and sequential development so back up to lower level skill. Always proceed from the Known to the Unknown.

Do not negate the corrective or remedial student but get immediate aid by recommending him to the reading clinician. The reading clinician will advise and assist you in planning a program for such a student.

One of the greatest problems facing a classroom teacher is grouping. It is a must to pre-assess (pre-test) each student to ascertain the various levels of readability in a classroom.

The various levels are:

	Word Recognition % of Running Words	% of Comprehension
Independent	100	90
Instruction	95	75
Frustration	90	75

The students are to be taught at the instructional level, while the student will be reading library books at the independent level. Any student being taught at the frustrational level will not respond the expected way.

Pre-testing is an absolute necessity to the understanding of the deficiencies of skills and to ascertain the student's instructional reading level. Several suggested tests to administer in order to determine the levels are:

1. San Diego Word Recognition Test - graded word list administered in a timed and untimed situation. Approximately 15 to 20 minutes of administration time.

2. Informal Reading Inventory (I.R.I.) graded word list and reading passages; recording of oral reading errors, comprehension check; indicates hearing capacity as well as independent, instructional and frustrational levels, as well as deficiencies in the word attack comprehension areas.

If you need a copy of these, contact the curriculum office.

NOTE: Some training is necessary to administer the I.R.I.

NOTE: If you use a Standardized Achievement Test score for any reason, be aware that it is a frustrational score, not an indicator of the instructional level.

Once the pre-testing has been evaluated, then the teacher can proceed to group the pupils who have the same instructional level. This group should be small enough to handle and yet large enough for good group interaction. Every action, written and oral work, workbook pages, etc. are to be continually evaluated. The teacher has the role of a guide and/or diagnostician.

A directed reading-thinking activity (D.R.T.A.) is essential for the orderly development of the reading and thinking skills. A directed reading activity consists of the student setting the purposes, reading to answer his purposes, and, if necessary, some reinforcement activity and/or the building of phonic generalizations and/or structural analyses skills. Remember, the teacher's activity consists of guiding through astute questioning and that the level of thinking will not be at a higher level than the level of the questioning. Articles on this procedure and levels of thinking are available from the reading supervisor. Also read Dr. Russell Stauffer's Language Arts Approach to the Teaching of Reading for more concise procedural information on the D.R.T.A.

It is pertinent that each child progresses through the hierarchy of skills regardless of the grade level designation. The teacher must know the skill areas below and above the grade level being taught in order to adequately guide each student in all areas of reading. This includes the critical reading and thinking skills at all levels. As the student progresses from a

dependent reader to an independent reader, it is essential that he be supported in his daily efforts. The teacher must lend the helping hand whenever necessary to the student where reinforcement is essential and periodically check on the permanency of the skill. All material is to be taught at the instructional level of the student, not the grade level.

Last, but not least, it is important that the students have time to read for enjoyment, so have plenty of books available. Let them get the habit! It is equally important that the teacher read orally or tell stories to the pupils, so they have a proper model of reading patterns, intonation, displaying of emotion, etc. Don't neglect this!

Reading is one of the most important skills to be obtained by the pupil. It is crucial that every student in the Conrad District "learns to read, and reads to learn."

3,4 - READING - MATERIALS

1. Tape Recorder
2. Phonograph
3. Listening Station
4. Phonetic Rummy - Card Games
5. Rules Chart - A.B.C.
6. Beginning Consonant - Poster Cards - Milton Bradley
7. Synonyms " " " "
8. Antonyms " " " "
9. Imperial Reading Cassettes
10. Quizmo Game
11. Word Prefix and Suffix Cards - Kenworthy
12. Ideal Listen-Look-Learn Reading Tapes
13. Doghouse Game - Kenworthy (word building)
14. Word Blend Cards - Kenworthy
15. Ends 'n Blends - Game
16. Scrabble
17. Anagrams
18. Dewey Decimal System Chart - Ideal

READING

Level - 3 122

Skill - Abirity to distinguish short vowel sounds

Behavioral Objective - Given a series of pictures, the child will write the vowel he hears when he says the picture word.

Learning Activities and/or Teaching Strategies -

Level - 3,4 123

Skill - Recognizing short vowel sounds

Behavioral Objective - In a sentence with a word missing, given a choice of words all of which will fit into the sentence, the child will choose the one containing a short vowel sound and write it in the sentence.

Learning Activities and/or Teaching Strategies - Sample: Tom had a ride in a big _____
wagon boat

Level - 3,4 124

Skill - Recognizing words with a silent "e"

Behavioral Objective - Given 5 words each containing the letter "e", the child will circle the silent "e".

Learning Activities and/or Teaching Strategies -

n a m(e)
b e s t
r i d(e)
b e a n
l i t t l(e)
q u e(e) n

Level - 3

125

Skill - Ability to distinguish long vowel sounds

Behavioral Objective - Given a series of pictures, the child will write the vowel he hears when he says the picture word.

Learning Activities
and/or
Teaching Strategies -

Level - 3,4

126

Skill - Recognizing long vowel sounds

Behavioral Objective - Given a list containing both long and short vowel sounds, the child will be able to circle the long vowel sound words

Learning Activities
and/or
Teaching Strategies -

boat	huge
bat	feet
came	him

Level - 3,4

127

Skill - Recognizing vowel digraphs "ea", "ee", "ei"

Behavioral Objective - After reading a sentence containing an underlined word with an "ea", "ee", or "ei" digraph, the child will circle the digraph and draw a line through the digraph's silent letter.

Learning Activities
and/or
Teaching Strategies - Sample: There are some leaves in the yard.

Level - 3,4 128

Skill - Using vowel digraphs "ie", "ea", "oa", "oo", "ai"

Behavioral Objectives - Given a sentence containing an incomplete word, the child will choose the proper vowel digraph to complete the word.

Learning Activities and/or Teaching Strategies - Example: Will you please m<u>ai</u>l this letter?

Level - 3,4 129

Skill - Using vowel digraphs "au", "aw"

Behavioral Objectives - Given a list of words containing "au" and "aw" digraphs, the child will choose from the list to fill incomplete sentences.

Learning Activities and/or Teaching Strategies - Example: taught, haul, because — Father _____ me how to swim this summer.

Level - 3,4 130

Skill - Recognizing vowel diphthongs "ou", "ow"

Behavioral Objective - Given a list containing some words with the diphthongs "ou" and "ow", the child will underline the words with the diphthongs.

Learning Activities and/or Teaching Strategies -

<u>out</u>	show	<u>our</u>
four	foul	<u>cow</u>
<u>shout</u>	<u>flower</u>	

Level - 3,4 131

Skill - Distinguishing between hard and soft sounds of the letter "c"

Behavioral Objective - When given a list of words containing the letter "c" in any position, the child will indicate the hard "c" sounds from the soft "c" sounds by underlining the hard "c" words.

Learning Activities and/or Teaching strategies - Sample word list:

cookies	police	corn	picture
ice	corner	princess	count
dance	face	piece	
fence	cook	cub	
city	cows	cage	
country	coat	race	

Level - 3,4 132

Skill - Distinguishing between hard and soft sounds of the letter "g"

Behavioral Objective - When given a list of words containing a letter "g" in any position, the child will indicate the hard "g" sounds from the soft "g" sounds by underlining the soft "g" words.

Learning Activities and/or Teaching Strategies -

giant	gold	gather	fog
game	eggs	fudge	gum
cage	wagon	bag	orange
bridge	engine	magic	garden
goose	page	gate	gallop

Level - 3,4

133

Skill - Recognizing blends in the initial and final position.

Behavioral Objective - When given sentences containing words with the blends missing, the child will be able to correctly fill in the blanks from a list of given blends.

Learning Activities
and/or
Teaching Strategies - Example: bl chr str pl cr st

May I pl ease have some candy?
John put a str ing on his kite.
Here is the fir st boy.

Level - 3,4

134

Skill - Changing consonants in the initial position to make a new word.

Behavioral Objective - When given a sentence with a word missing the child will be able to take a given word, change the initial consonant so that it will fit into the sentence.

Learning Activities
and/or
Teaching Strategies - Example: Our baby likes to run after the _____. fall

---

Level - 3,4

135

Skill - Making new words by changing the final consonants.

Behavioral Objective - When given a word the child will be able to change the final consonant to make a "new" word that will answer a specific question.

Learning Activities
and/or
Teaching Strategies - Example: It is a baby bear _____. cut

Level - 3,4

136

Skill - Using consonant digraphs "th", "sh", "ch", "wh" "qu", "ck", "gu", "ph", "wr" in the initial and final positions.

Behavioral Objective - In a list of words beginning or ending with consonant digraphs, the child will circle the digraph in each word.

Learning Activities and/or Teaching strategies -

(th)em	(wh)eel	(wr)ing
(ch)urch	(qu)een	(gu)ess
(sh)oot	(ph)one	

Level - 3,4

137

Skill - Identifying silent consonants

Behavioral Objective - Given a list of words, the pupil puts a line through all silent consonants.

Learning Activities and/or Teaching Strategies -

Example: ~~k~~now lam~~b~~ ma~~t~~ch

~~k~~nee wr~~o~~ng ri~~g~~ht

Level - 3,4

138

Skill - To recognize root words within longer words.

Behavioral Objectives - When given a list of words with prefixes and suffixes, the child will find the root word and circle it.

Learning Activities and/or Teaching Strategies - Sample word list:

(help)less	un(kind)
un(thank)ful	re(fill)
(care)less	un(lock)
(watch)ful	

Level - 3,4

139

Skill - Recognizing the three sounds of "ed"

Behavioral Objective - Given a list of words ending in "ed", the pupil divides the words into three lists according to their respective sounds of "ed", "d", or "t"

Learning Activities and/or Teaching Strategies -

ed = t	ed = d	ed - id, ed
looked	tried	landed
jumped	named	painted

Level - 3,4

140

Skill - Using the prefixes "un", "re", "pre", "dis", "be", "a", "al", "en", "sub", "bi", "pro"

Behavioral Objective - Given a list of root words and a list of prefixes, the child will be able to take any five words, add the proper prefix and use the new word correctly in a sentence.

Learning Activities and/or Teaching Strategies -

Rootword			
prove	come	- disprove	unreal
real	way	enjoy	
joy	long	beside	
side	view	away	

Level - 3,4

141

Skill - Adding the prefix "re" and determining the new word meaning

Behavioral Objective - Given a list of known root words the child adds the prefix "re" and changes the meaning to "do again".

Learning Activities and/or Teaching Strategies -

Example: re-read, re-write, re-tell, etc.

Level - 3,4 142

Skill - Adding the prefix "un" and determining the new word meaning.

Behavioral Objective - Given a list of known root words the child adds the prefix "un" and changes the meaning to "not" or "opposite of".

Learning Activities and/or Teaching Strategies - Example: un-able, un-tie, un-dress, etc.

Level - 3,4 143

Skill - Using the suffixes "y" and "ly"

Behavioral Objective - Given a list of words with the suffixes "y" and "ly", the child will take any five and use them in a sentence, once with the suffix added, and once using only the root word.

Learning Activities and/or Teaching Strategies - Sticky: The candy made my fingers sticky.
The glue made the papers stick together

Level - 3,4 144

Skill - Using the plural forms of "s" and "es" correctly

Behavioral Objective - In a given list of words which are made plural by adding "s" or "es", the child will distinguish the difference and correctly write the plural form of the word.

Learning Activities and/or Teaching Strategies -

dress	dresses
hand	hands
fox	foxes
chain	chains
circus	circuses

Level - 3,4 145

Skill - Recognizing when a final "y" must be changed to an "i" in formation of the plural.

Behavioral Objective - When given a list of words ending in "y", the child will be able to correctly write the plural of the words.

Learning Activities and/or Teaching Strategies - Sample word list:

toy	toys
boy	boys
penny	pennies
monkey	monkeys
story	stories

Level - 3,4 146

Skill - Doubling the final consonant when using endings "ed" and "ing"

Behavioral Objective - In sentences with a blank, the child will take a given root word, double the last consonant and add the proper ending to accurately complete the sentence.

Learning Activities and/or Teaching Strategies - Sample: Father is digging in the garden.

dig

Level - 3,4 147

Skill - Recognizing contractions

Behavioral Objective - Given sentences containing contractions, the child will circle all the contractions and write the two words which the contraction represents.

Learning Activities and/or Teaching Strategies -

1. Let's go home. - let us
2. I can't go. - can not

Level - 3,4 148

Skill - Recognizing compound words

Behavioral Objective - Given a list of compound words, the child will write separately each word within the compound word.

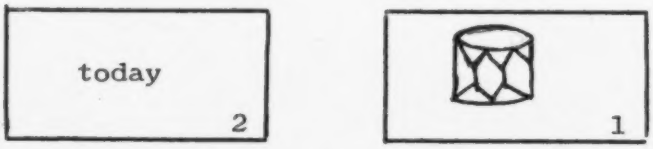
Learning Activities
and/or
Teaching Strategies - playground = play ground
inside = in side

Level - 3,4 149

Skill - Determining the number of syllables

Behavioral Objective - Given a set of cards, each containing a word or a picture, the child will write the number of syllables in each word or picture name.

Learning Activities
and/or
Teaching Strategies - A set of pictures having one and two syllable word names is marked by correct number.



Level - 3,4 150

Skill - Recognizing the words in compound words as syllables.

Behavioral Objective - Given a list of compound words, each containing two syllables, the child will circle the first syllable in each word.

Learning Activities
and/or
Teaching Strategies - Sample: (cow)boy
(play)ground
(dog)house

Level - 3,4 151

Skill - Use of 2-syllable words

Behavioral Objective - Given an incomplete sentence the child will add a proper 2-syllable word to complete the sentence.

Learning Activities and/or Teaching Strategies - The teacher will give an incomplete sentence that can be completed by adding a 2-syllable word.

Example: 1. I went to the store for but/tons.
2. We were read/ing.

Level - 3,4 152

Skill - Separating 2-syllable words having a double consonant.

Behavioral Objective - Given a 2-syllable word containing a double consonant, the child will draw a line between the double consonant to divide the word into syllables.

Learning Activities and/or Teaching Strategies - The child draws a line between the syllables in a given list of words having double consonants. The words are written on the chalkboard and the child draws a line to separate them.

but/ter sup/per hap/py

Level - 3,4 153

Skill - Syllabication - 2-syllable words divided between two different consonants.

Behavioral Objective - Given a 2-syllable word, the child will separate the word by dividing it between two consonants.

Learning Activities and/or Teaching Strategies - Example: win/dow

pen/cil

Level - 3,4 154

Skill - Adding ending "ed", "ing" to make a syllable.

Behavioral Objective - Given a list of words, each containing one syllable, the child will add "ed" or "ing" to change the word to a two syllable word.

Learning Activities and/or Teaching Strategies - The child makes a list of known one-syllable words and then adds "ed" and "ing" to change them to a two syllable word.

need	needed	needing
start	started	starting
land	landed	landing
crowd	crowded	crowding

Level - 3,4 155

Skill - Identifying long vowel sounds in a 2-syllable word.

Behavioral Objective - The child will divide words into syllables when the first vowel is long and comes at the end of the first syllable.

Learning Activities and/or Teaching Strategies - The teacher will put the following words on the board for the child to divide into syllables.

Example: pi/lot ma/jor pa/per

Level - 3,4 156

Skill - Separating 2-syllable words containing a blend.

Behavioral Objective - Given a list of words the child will draw a line to separate the syllables.

Learning Activities and/or Teaching Strategies - The teacher will give a list of words to the child for him to divide into syllables.

Example: a-pron ex-tra
se-cret mon-ster
pro-gram

Level - 3,4 157

Skill - Recognizing syllables with "le"

Behavioral Objective - The pupil will divide the words from a given list by putting a circle around the second syllable to show that it begins with the consonant before the "le".

Learning Activities and/or Teaching Strategies - The teacher will provide a list of words containing two syllables and ending with "le". The child will circle the second syllable to show the consonant and "le".

Example: ta-ble cir-cle lit-tle

Level - 3,4 158

Skill - Identifying digraphs

Behavioral Objective - Given a list of 2-syllable words containing digraphs, the child will separate the syllables.

Learning Activities and/or Teaching Strategies - Generalize why syllables cannot be divided between the letters of the digraph.

Example: feath-er far-ther
moth-er teach-er

Level - 3,4 159

Skill - Identifying a root word for accent.

Behavioral Objective - The child identifies the root word as the accented syllable in a list of 2-syllable words.

Learning Activities and/or Teaching Strategies -

harm'less un lock'
cry'ing sand'y

Level - 3,4 160

Skill - Recognizing accent

Behavioral Objective - By listening to a list of words read by the teacher, the child orally identifies the accented syllable.

Learning Activities and/or Teaching Strategies - The teacher will read the following words. The child will listen and indicate how many syllables are in the word and which syllable is accented.

re/mind' ba'/by af'/ter a/go'

Level - 3,4 161

Skill - Using the accent mark.

Behavioral Objective - In a given list of 2-syllable words, the child will write the accent mark to show the accented syllable.

Learning Activities and/or Teaching Strategies -

Example: cab'/in han'/dle
vis'/it pock'/et
a/round' cor/rect'

Level - 3,4 162

Skill - Identifying first syllable accent.

Behavioral Objective - Given a list of words divided into two syllables, six of which have first syllable accents and several distractors, the student will identify those whose first syllable is accented by raising his hand.

Learning Activities and/or Teaching Strategies -

Example:
1. car-rot
2. ex-clude
3. ga/rage'
4. lan-tern
5. han-dle
6. ex/pect'

Level - 3,4 163

Skill - Locating long vowel sounds for accent.

Behavioral Objective - The child marks the accent and the long vowel in a list of 2-syllable words containing the accented syllable having a long vowel.

Learning Activities and/or Teaching Strategies - Example: e'/ven to/day'
di'/et

Level - 3,4 164

Skill - Identifying accent for word meaning

Behavioral Objective - The child changes the accent mark and finds the meaning that results.

Learning Activities and/or Teaching Strategies -

con'/tract	con/tract'
per'/mit	per/mit'
con'/tent	con/tent'
rec'/ord	re/cord'

Level - 3,4 165

Skill - Selecting the correct homonym

Behavioral Objective - The child will underline the correct homonym when used in a sentence.

Learning Activities and/or Teaching Strategies -

1. Our flag is red, white, and (blew-<u>blue</u>).
2. My brother is (for-<u>four</u>) years old.

Level - 3,4 166

Skill - Recognizing synonyms

Behavioral Objective - Given a group of sentences, the child will substitute a synonym for the underlined words.

Learning Activities and/or Teaching Strategies -

We played ball <u>outside</u> (outdoors)

She <u>started</u> to go to sleep (began)

Level - 3 167

Skill - Matching the correct antonyms

Behavioral Objective - From a given list the child will match the correct antonyms.

Learning Activities and/or Teaching Strategies -

winter	summer
least	most
begin	end
light	dark
	day

Level - 3,4 168

Skill - Interpreting idiomatic language

Behavioral Objective - Given a list of idiomatic phrases, the child will match the phrase to a second list to show meaning.

Learning Activities and/or Teaching Strategies -

Example:	I	II
	hot and bothered	excited - upset
	snug as a bug in a rug	comfortable
		colored

Level - 3,4 169

Skill - Recognizing multiple maeaning words.

Behavioral Objective - Given 4 sentences, each containing one word having a multiple meaning, the child will underline that word and list two meanings for the word.

Learning Activities and/or Teaching Strategies - Ditto these sentences:

1. Cinderella went to the ball.(a dance, a toy)
2. Donald took a trip.(to fall, a vacation)
3. He hit the ball with a bat.(an animal, a toy)
4. I paid the bill.(a receipt, part of a bird)

Level - 3,4 170

Skill - Recognizing abbreviations

Behavioral Objective - Given a list of abbreviations, the child will write the word each abbreviation represents.

Learning Activities and/or Teaching Strategies -

1. Dr. - doctor
2. Ave. - avenue
3. Rd. - road
4. St. - street
5. ft. - foot
6. in. - inch
7. oz. - ounce

Level - 3,4 171

Skill - Recognizing the general position of any one letter within the alphabet as being near the beginning, in the middle, or towards the end of the alphabet.

Behavioral Objective - Given a copy of the alphabet, the child will divide it into three sections. Then, using a list of letters not in alphabetical order, the child will classify orally the letters as near the beginning, middle, or end of the alphabet.

Learning Activities and/or Teaching Strategies -

Beginning	Middle	End
A-H	I-Q	R-Z

1. river - end
2. candy - beginning
3. joke - middle

Level - 3,4 172

Skill - Using alphabetical order skills to locate guide words in a dictionary.

Behavioral Objective - Given a specific word from the dictionary being used, the child will open the dictionary to the general area and page until he locates the guide words needed to find the given word.

Learning Activities and/or Teaching Strategies - The teacher will give a word (run). The child will look in the dictionary until he locates the needed guide words.

Level - 3,4 173

Skill - Using guide words in a dictionary

Behavioral Objective - Given three pairs of guide words, and a list of words that would be found between those guide words, the child will state in writing which words would be found within each specific pair of guide words.

Learning Activities and/or Teaching Strategies - Example:

Guide Words	List
1. drastic-drew	dreary, drawl
2. dribble-drop	droll, drink
3. dropsy-ducat	drown, dredge

Level - 3,4 174

Skill - Recognizing phonetic respelling as found in the dictionary.

Behavioral Objective - Given a set of pictures and the words matching those pictures spelled phonetically, the child will match the words to the pictures.

Learning Activities and/or Teaching Strategies -

kas'l

Level - 3,4 175

Skill - Using the correct word definition

Behavioral Objective- Given a sentence with an underlined word, and two or three meanings for that word, the child will circle the meaning which applies to the word in the sentence.

Learning Activities and/or Teaching Strategies - Sample: PERIOD

Pupils usually enjoy the recess period.

a. length of time
b. a dot at the end of the sentence.

Level - 3,4 176

Skill - Ability to locate directions on a map using a direction finder.

Behavioral Objective - Given a map, the child uses the directional finder to locate north, east, south, and west.

Learning Activities and/or Teaching Strategies - On a given map, containing a directional finder, the child will locate and mark the symbol "N" for North.

Level - 3,4 177

Skill - Determining distance on a map

Behavioral Objective - Given a map, the pupil uses the scale of miles to determine distance between two places.

Learning Activities and/or Teaching Strategies -

Level - 3,4 178

Skill - Reading bar graphs

Behavioral Objective - Given a graph, the pupil interprets the information by listing facts determined by the bar graph.

Learning Activities and/or Teaching Strategies - The child is given a bar graph which indicates population of certain countries.

Level - 3,4 179

Skill - Reading pictorial, graphic material, and maps

Behavioral Objective - Given a map, graph, or picture, and an incomplete information chart, the student interprets them by supplying the missing information required on them.

Learning Activities and/or Teaching Strategies -

Level - 3,4 180

Skill - Using the title page

Behavioral Objective - Given a book with a title page, the student locates the page and answers questions orally on the information it provides.

Learning Activities and/or Teaching Strategies - Example:

Title _____

Author _____

Publisher _____

Level - 3,4 181

Skill - Using Table of Contents

Behavioral Objective - Given a book, the student uses the table of contents to look up the page number of a given title.

Level - 3,4 182

Skill - Using the Index of a book

Behavioral Objective - Given a list of specific subject areas, the child will use the index to locate the pages on which the material is covered.

Learning Activities and/or Teaching Strategies - On what pages would you find:
1. Electricity - static
2. Indians - types of homes, foods
3. Weather - fog, snow
4. A review of question marks

Level - 3,4 183

Skill - Predicting outcomes using accompanying pictures and title of story

Behavioral Objective - The pupil will preditct outcomes by using picture and title clues and compare orally his prediction with actual story conclusion.

Learning Activities and/or Teaching Strategies - Purpose setting in a directed reading activity.

Level - 3,4 184

Skill - Recognizing the main character(s) or hero of a story.

Behavioral Objective - After reading a story, the child will relate orally the name of the main character(s) of that story.

Learning Activities
and/or
Teaching Strategies -

Level - 3,4 185

Skill - Finding the main idea.

Behavioral Objective - After reading a story the pupil will give the main idea orally or written.

Learning Activities
and/or
Teaching Strategies -

Level - 3,4 186

Skill - Finding specific details to prove an answer.

Behavioral Objective - Given a specific question, the pupil will refer to and point out specific details in the story to verify his answer.

Learning Activities
and/or
Teaching Strategies -

Level - 3,4 187

Skill - Locating a clause or phrase in a sentence that answers a specific question.

Behavioral Objective - The pupil will verify the answer to a specific question by pointing out the phrase of clause containing the answer.

Learning Activities
and/or
Teaching Strategies -

1. He went <u>to the store</u>.
   a. Where did he go?
2. <u>When the bell rang</u>, the children went in.
   a. When did the children go in?

Level - 3,4 188

Skill - Interpret actions and feelings of characters.

Behavioral Objective - The pupil will state his interpretation of the character's actions and feelings orally and/or written.

Learning Activities and/or Teaching Strategies -
1. Extended activities: Interpretation through drama. Act out how you think the character would feel.
2. Write descriptive phrases stating character's feelings.

Level - 3,4 189

Skill - Making comparisons

Behavioral Objective - SEE LISTENING 48, Page 153

Level - 3,4 190

Skill - Recalling related experiences during reading.

Behavioral Objective - The pupil will compare what he has read to past life experiences through oral discussion.

Learning Activities and/or Teaching Strategies -

Level - 3,4 191

Skill - Expressing relationship between cause and effect.

Behavioral Objective - When given a list of cause and effect statements the pupil will match the cause with the corresponding effect statement.

Learning Activities and/or Teaching Strategies -

	Cause	Effect
1.	The temperature was below 32^{o}.	The pond froze.
2.	The sky was very cloudy.	It rained.

Level - 3,4 192

Skill - Distinguishing the difference between fact and fantasy.

Behavioral Objective - After reading a story the pupil will tell whether the story could happen in real life or fantasy.

Learning Activities and/or Teaching Strategies - Use basal reader for examples.

Level - 3,4 193

Skill - Distinguishing between a question and a statement.

Behavioral Objective - The pupil will tell whether a sentence gives information or asks a question.

Learning Activities and/or Teaching Strategies - Put sentences on the board. The child will read and state whether the sentence is a question or statement.

Question - Did you ever climb a mountain?

Statement- The elephant has a long trunk.

Level - 3,4 194

Skill - Ability to define indefinite terms according to the story content.

Behavioral Objective - The pupil will define in writing the indefinite terms expressed in time, distance, and height according to the story context.

Learning Activities and/or Teaching Strategies - Example: 1. As tall as a skyscraper.
2. A very long time.
3. As a crow flies.

Level - 3,4 195

Skill - Maintaining comprehension level while improving reading speed.

Behavioral Objective - After reading a timed paragraph the pupil will answer correctly four specific questions out of five.

Learning Activities and/or Teaching Strategies - Use test such as Weekly Reader, S.R.A.

Level - 3,4 196

Skill - Visualizing events in a story and arranging a sequence.

Behavioral Objective - The pupil will visualize events that took place in the story and write and/or relate orally in the proper order.

Learning Activities and/or Teaching Strategies -

Level - 3,4 197

Skill - Interpreting figurative language

Behavioral Objective - Given a passage containing a hyperbole, the student will identify the hyperbole.

Learning Activities and/or Teaching Strategies - The teacher will give the child a passage and the student will identify it orally.

Example: "Would you like to win a lot of money?"

"I'd jump at the chance."

Level - 3,4 198

Skill - Interpreting Figurative Language

Behavioral Objective - Given a group of sentences, several of which contain personification, the student will identify those of the figurative style.

Learning Activities and/or Teaching Strategies - Identify the sentences which contain personification.

1. The evening light dancing across the room.
2. Fish jumped from the silver lake onto the banks.
3. Warm air swept over the blue sea.

Level - 3,4 199

Skill - Interpreting Figurative Language

Behavioral Objective - Given sentences containing similies, the student will identify each simile by underlining it.

Learning Activities and/or Training Strategies - Ditto the following sentences:

1. The children were as good as gold.
2. Her eyes were as blue as the sky.
3. The boy was as hungry as a bear.

Level - 3,4 200

Skill - Using Dewey Decimal System

Behavioral Objective - Given a copy of the Dewey Decimal Classification System and a list of subject areas, the student will be able to state the broad Dewey Decimal Classification Number for each area.

Learning Activities and/or Teaching Strategies -

Level - 3,4 201

Skill - Using the card catalogue

Behavioral Objective - Given a list of book titles, the student will be able to use the card catalogue to list the source, author, title, publisher, copyright date, page numbers, reference, card number of each.

Learning Activities
and/or
Teaching Strategies -

READING

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WRITING

3-4

WRITING SKILLS - INTRODUCTION

In this stage of the "child's linguistic development, he acquires facility in the use of visual symbols for communicating with others."[1] He learns to express his thoughts, feelings, and emotions and to exercise some control over the physical act.

In developing writing skills, the child must have as a prerequisite an adequate oral vocabulary in order to progress. Betts says the "speaking vocabulary should be about five thousand words and a reading vocabulary of at least three or four hundred words."[2] A student in the very early stages has considerable insight in using language to inform and influence others.

At the same time, as a pupil progresses from the actual physical act of learning to write to the more advanced stages of informal and creative writing, he becomes more adept in the thinking as well as the other language arts areas. He will face many language problems including sentence structure, paragraphing, grammar, usage, and the biggest problem of all will probably be spelling. The area of spelling will be discussed in the next chapter of this guide.

By listing the criteria that is essential in this sequential language pattern of writing, it will be of value to note that writing cannot be separated or segregated from the rest of the

curriculum. It is an integral part in every subject matter area whether taught formally or informally.

In the early stages the formative writing habits are emphasized and as an adjunct, creative writing is to be initiated as soon as possible. In these turbulent days, it is imperative to: (1) stimulate creative expression of ideas; (2) develop a sense of personal worth for each child and his contributions; (3) establish rapport among children and teachers so as to encourage freedom of expression; (4) develop the writing skills and vocabulary to facilitate writing as a form of communication. The development of creative writing skills can help the above criteria to be achieved. The ultimate aim is to have each and every student using his creative writing abilities in every curriculum area.

In composition work, emphasize ideas rather than mechanics; communication rather than structure. Marking every error can increase the students' reluctance to write. Look for the positive: the first phrase, the clear cut idea, the significant insight. Point them out and let the students sense their values. Recognize conscientious effort. Search for something good to say about each composition. Adjust your expectations realistically; demand more from the more able, less from students of limited ability. Build respect and prestige for good writing by regularly exhibiting successful student writing, or by encouraging students to enter writing contests.

3,4 - WRITING MATERIALS

1. Recorder - Learning A New Way - Zaner Bloser
2. " Seeing Our Progress - Zaner Bloser
3. Alphabet Guide Charts - Cursive - Zaner Bloser
4. Learn-to-Write - Cursive Letters - Tracing Cards - Milton Bradley
5. Color Sequence Perception Strips - Transition Cursive - Zaner Bloser

WRITING

Level - 3,4 34

Skill - Use of correct position of body, hands, pencil, and paper when writing.

Behavioral Objective - Given a writing exercise, the child will use the correct position of his body, hands, pencil, and paper, while writing. He will sit back in the chair, rest his feet on the floor, face the desk squarely, keeping the shoulders at the same level, rest both forearms on the desk, keep his head erect, round his hand (as if holding a ball), keep his wrist free from the desk, hold the pencil between the thumb and first two fingers at a distance of at least one inch, tilt paper towards the left, place left hand at top of paper to hold paper in place (reverse for left-handed), use holding hand to push paper higher as needed, pull strokes toward center of the body, (left-handed pull strokes toward left elbow)

Level - 3,4 35

Skill - Proper formation of letters

Behavioral Objective - When writing, the child will correctly shape the letters of the alphabet.

Learning Activities
and/or
Teaching Strategies - SEE WRITING MANUAL

Level - 3,4 36

Skill - Ability to slant strokes correctly

Behavioral Objective - When writing, the child will form the letters with a uniform diagonal slope of strokes.

Learning Activities
and/or
Teaching Strategies

CORRECT	INCORRECT
Ann	Ann

Level - 3,4 39

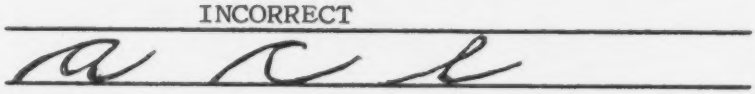
Skill - Using correct size when forming small minimum letters.

Behavioral Objective - When writing the minimum letters, a, c, e, i, m, n. o, r, s, u, v, w, and x, the child will make them one-half space tall.

Learning Activities and/or Teaching Strategies -

CORRECT

INCORRECT



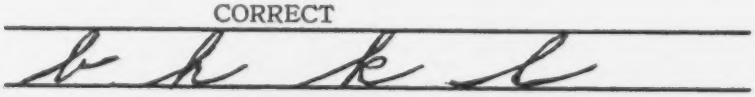
Level - 3,4 40

Skill - Using correct size when writing upper-loop letters.

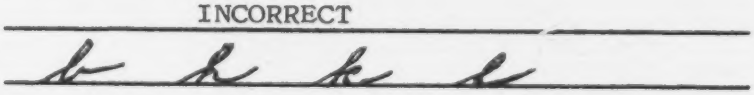
Behavioral Objective - When writing the upper-loop letters, b, h, k, l, the child will make them one space tall.

Learning Activities and/or Teaching Strategies -

CORRECT



INCORRECT



Level - 3,4 37

Skill - Ability to space between letters and words when writing.

Behavioral Objective - When writing the child will keep a uniform space between each letter within a word and between words in a sentence or series.

Learning Activities and/or Teaching Strategies -

CORRECT

Robert is here.

INCORRECT

Robert is here.

Level - 3,4 38

Skill - Using correct size when forming capital letters.

Behavioral Objective - When writing capital letters, the child will make them one space tall.

Learning Activities and/or Teaching Strategies -

CORRECT

I J K L M

INCORRECT

I J K L M

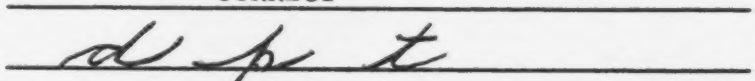
Level - 3,4 41

Skill - Using correct size when writing small retrace letters.

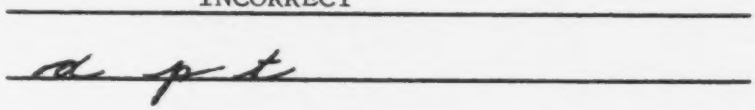
Behavioral Objective - When writing the retraced letters, d, p, and t, the child will write them almost one space high.

Learning Activities and/or Teaching Strategies

CORRECT



INCORRECT



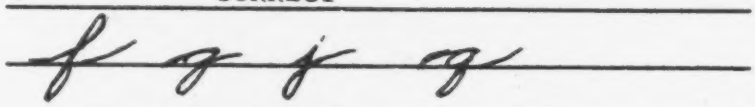
Level - 3,4 42

Skill - Using correct size when writing small lower-loop letters.

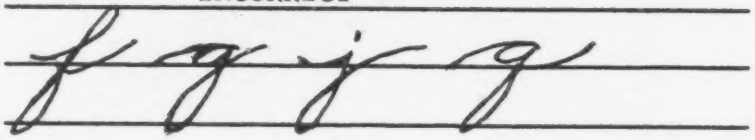
Behavioral Objective - When writing the lower-loop letters f, g, j, q, y, and z, the child will make the lower loop one-half space below the line.

Learning Activities and/or Teaching Strategies -

CORRECT



INCORRECT



Level - 3, 4 43

Skill - Using proper alignment in handwriting.

Behavioral Objective - When writing, the child will touch the base line with all his down strokes, so that his writing sits on the line.

Learning Activities and/or Teaching Strategies -

CORRECT

carry

INCORRECT

carry

Level - 3, 4 44

Skill - Ability to control quality of lines

Behavioral Objective - When writing, the child will make each stroke smoothly and of uniform thickness.

Learning Activities and/or Teaching Strategies -

this

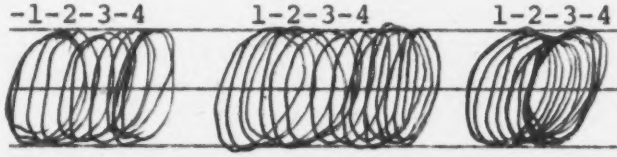
Level - 3, 4 45

Skill - Using oval exercise to develop good letter forms.

Behavioral Objective - Following a set rhythm, the child will form ovals on his paper keeping his speed in time with set rhythm.

Learning Activities and/or Teaching Strategies

-1-2-3-4 1-2-3-4 1-2-3-4



Level - 3,4 46

Skill - Using a push-pull exercise to develop good letter formation.

Behavioral Objective - Following a set rhythm, the child will move his pencil up and down on a diagonal line within the ovals already made, without breaking the set rhythm.

Learning Activities and/or Teaching Strategies -

Level - 3,4 47

Skill - Using the rainbow and rocker exercises to aid in the development of good letter formation.

Behavioral Objective - Following a set rhythm, the child will move his pencil across his paper and back again forming an arc, without breaking the set rhythm.

Learning Activities and/or Teaching Strategies -

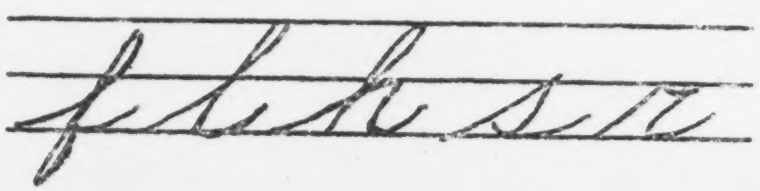
Level - 3,4 48

Skill - Formation of letters using the rocker curve.

Behavioral Objective - When writing the child will correctly use the rocker or under curve in the appropriate letters.

Learning Activities and/or Teaching Strategies -

Rocker curve -

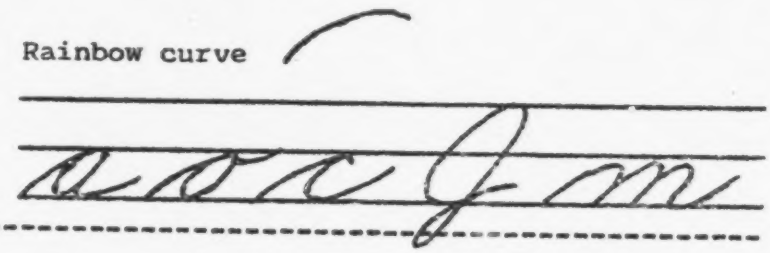


Level - 3,4 49

Skill - Formation of letters using the rainbow curve.

Behavioral Objective - When forming his letters, the child will use the rainbow or over curve in the appropriate letters.

Learning Activities and/or Teaching Strategies - Rainbow curve

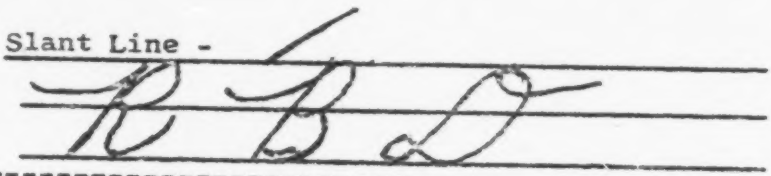


Level - 3,4 50

Skill - Formation of letters using the slant line.

Behavioral Objective - When forming his letters, the child will use the slant line in the appropriate letters.

Learning Activities and/or Teaching Strategies - Slant Line -

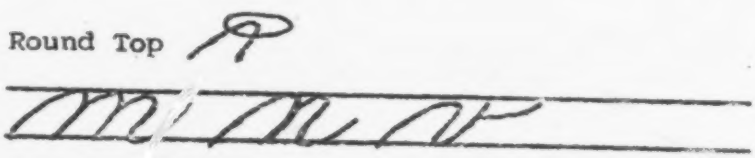


Level - 3,4 51

Skill - Formation of letters using the round top

Behavioral Objective - When writing, the child will correctly use the round top or rainbow and slant, in the appropriate letters.

Learning Activities and/or Teaching Strategies - Round Top

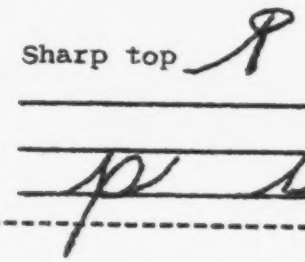


Level - 3 52

Skill - Formation of letters using the sharp top.

Behavioral Objective - When writing, the child will correctly use the sharp top or rocker and slant in the appropriate letters.

Learning Activities and/or Teaching Strategies - Sharp top

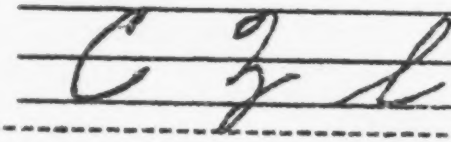


Level - 3,4 53

Skill - Formation of letters using a loop.

Behavioral Objective - When writing, the child will correctly use the loop in the appropriate letters, keeping all the loops narrow.

Learning Activities and/or Teaching Strategies - Loop

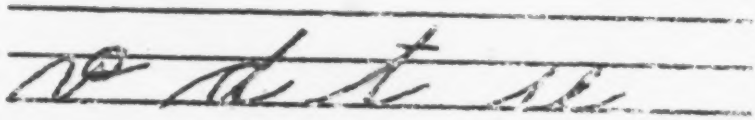


Level - 3,4 54

Skill - Formation of letters that have retracting patterns

Behavioral Objectives - When writing letters where retracing is necessary, the child will correctly retrace the line or part of the line as appropriate to the letter.

Learning Activities and/or Teaching Strategies - Retrace

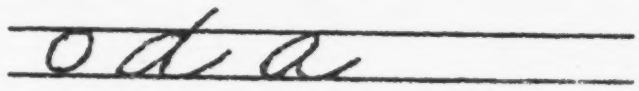


Level - 3,4 55

Skill - Formation of letters using the oval.

Behavioral Objective - When writing letters made in the oval form, the child will correctly form the oval.

Learning Activities and/or Teaching Strategies - Oval -



Level - 3,4 56

Skill - Use of capitalization

Behavioral Objective - In any writing situation the child will:
1. Use capital letters to begin all sentences.
2. Use capital letters in titles of books, stories, poems, reports, clubs, etc.
3. Use capital letters to begin the names of days of the week, months, and holidays.
4. Use capital letters for names of persons, pets, pronoun "I".
5. Use capital letters for particular places, cities, states, countries, and buildings.
6. Use capital letters for titles of persons: Dr., Miss, Mrs.
7. Use capital letters for the first word in a direct quotation.

Learning Activities and/or Teaching Strategies - Put sentences on the board asking the child to provide the proper capitalization:
Ex. 1. he is dr. smith.
2. peter will be in wilmington on columbus day on tuesday, october 12.
3. i read winnie the pooh.

Level - 3,4 57

Skill - Using abbreviations: Mr., Mrs., Dr., months of the year, days of the week.

Behavioral Objective - When writing sentences containing words which have abbreviations, the child will underline the word and rewrite the sentences substituting the proper abbreviation.

Learning Activities and/or Teaching Strategies -

1. Doctor Smith visited us on Tuesday.
1. Dr. Smith visited us on Tues.
2. We visited Delaware in September.
2. We visited Del. in Sept.

Level - 3,4 58

Skill - Use of commas.

Behavioral Objective - In any writing situation the child will use commas:

1. Between names of cities, states, and countries.
2. To separate the day of the month from the year, and year from the rest of the sentence.
3. In letter writing, in the heading, greeting, inside address, and closing.
4. To separate words in series.
5. In sentences containing direct quotations.
6. To separate the words "yes" and "no" at the beginning of a sentence when they answer a question.
7. To separate the name of the person spoken to from the rest of the sentence.

Learning Activities and/or Teaching Strategies - Put sentences on the board asking the child to provide commas where needed.

1. "Yes, you may go to school on Tuesday, May 2, 1971."
2. Please bring me the book, pencil, eraser, chalk, and paper.
3. "May, did you do this?"
4. On my trip I visited London, England.

Level - 3,4 59

Skill - Use of end punctuation

Behavioral Objective - Given a written sentence, the child will correctly supply the end punctuation needed.

Learning Activities and/or Teaching Strategies - Put sentences on the board for the child to copy and supply the end punctuation.

1. What is this ?
2. I saw that before.
3. Come here !

Level - 3,4 60

Skill - Use of quotations and quotation marks.

Behavioral Objective - In a sentence with quotations without quotation marks, the child will insert the marks in the correct place.

Learning Activities and/or Teaching Strategies - Put on board. Child will supply correct quotation marks.

1. "I saw what he did," said Joe.
2. Mother answered, "No!"
3. "Did you ever," asked Jack, "see this?"

Level - 3,4 61

Skill - Making complete sentences from sentence fragments.

Behavioral Objective - See SPEAKING 19, Page 62

Learning Activities and/or Teaching Strategies -

Level - 3,4 62

Skill - Writing complex sentences.

Behavioral Objective - Given two or more sentences, the student will combine them into one complex sentence by using when, because, after, or while.

Learning Activities and/or Teaching Strategies -

Ex. 1. He was late because he played along the way.

2. She washed the clothes after she cleaned the house.

Level - 3,4 63

Skill - Recognizing the parts of a friendly letter: Heading, Greeting, Body, Closing, Signature

Behavioral Objective - Given a letter, the child will correctly label the five parts of the friendly letter.

Learning Activities and/or Teaching Strategies -

Level - 3,4 64

Skill - Writing a friendly letter using the proper form.

Behavioral Objective - The child will write a friendly letter placing the heading, greeting, body, closing, and signature in the proper place.

Learning Activities and/or Teaching Strategies -

Level - 3,4 65

Skill - Ability to address an envelope.

Behavioral Objective - Given an envelope, the child will correctly address it, using a name, street address, city and state, and zip code, and correctly put a return address in the proper place.

Learning Activities
and/or
Teaching Strategies -

Level - 3,4 66

Skill - Ability to write an invitation containing all pertinent information.

Behavioral Objective - The child will compose an invitation including all the information necessary.

Learning Activities
and/or
Teaching Strategies -
1. Party invitation.
2. Program invitation.
3. Vacation invitation.

Level - 3,4 67

Skill - Writing thank you notes.

Behavioral Objective - The child will compose a thank-you note.

Learning Activities
and/or
Teaching Strategies -
1. Gift
2. Party
3. Play

Level - 3,4 68

Skill - Recognizing the parts of a business letter: Heading, Inside Address, Greeting, Body, Closing, Signature.

Behavioral Objective - Given a business letter, the child will correctly lable all six parts.

Learning Activities and/or Teaching Strategies - After the child recognizes the parts of a business letter, he should compose a letter of his own.

Level - 3,4 69

Skill - Ability to indent the first word in a paragraph.

Behavioral Objective - Given a paragraph, the child will indent the first word of the paragraph.

Learning Activities and/or Teaching Strategies -

Level - 3,4 70

Skill - Using paragraph form when writing conversation.

Behavioral Objective - When writing conversation, the child will use a new paragraph whenever the speakers change.

Learning Activities and/or Teaching Strategies -

Level - 3,4 71

Skill - Using margins in writing.

Behavioral Objective - When writing, the child will leave the specified margins on each side of the paper.

Learning Activities and/or Teaching Strategies -

Level - 3,4 72

Skill - Finding main ideas.

SEE READING 185 Page - 194

Level - 4 73

Skill - Adding facts to develop a paragraph.

Behavioral Objective - Given a title, the student writes a paragraph in which there is a central idea and facts which support it.

Learning Activities and/or Teaching Strategies - Ex. - Title
1. The Day I Grew Up
2. What was That?

Level - 3,4 74

Skill - Ability to write a book report.

Behavioral Objective - After reading a book, the child will write a book report.

Learning Activities and/or Teaching Strategies - Ex. The child will follow an outline which includes:
1. Title
2. Author
3. Plot
4. Reaction

Level - 3,4 75

Skill - Writing a play and presenting it.

Behavioral Objective - By using a story or a mutual experience the class will write a play and dramatize it.

Learning Activities and/or Teaching Strategies -

Level - 3,4 76

Skill - Ability to write an auto-biography

Behavioral Objective - After acquainting pupils with lives of other people they will be given the opportunity to write creatively about themselves.

Learning Activities
and/or
Teaching Strategies - Autobiography

Level - 3,4 77

Skill - Creative poetry

Behavioral Objective - Given a topic, the student will write a poem which is rhythmic and/or descriptive.

Learning Activities
and/or
Teaching Strategies - Ex. Topics

1. Snow
2. Spring
3. Autumn
4. Pets

Level - 3,4 78

Skill - Using imaginations when writing a story.

Behavioral Objective - Given a list of descriptive words, the class will use them to create an imaginative writing.

Learning Activities
and/or
Teaching Strategies - Ex. 1. windy, dark, lonely
2. funny, dancing, jumping

Level - 3,4 79

Skill - Composing a factual news story.

Behavioral Objective - The student will compose a news story which includes specific facts, answering the questions, who, what, where, when and why.

Learning Activities
and/or
Teaching Strategies

Level - 4 80

Skill - Recognizing proper and common nouns.

Behavioral Objective - Given a series of sentences, the child will list in writing the nouns found in the sentences.

Learning Activities and/or Teaching Strategies -

1. Bobby went home to get his toy.
2. The big tree fell into the Delaware River.
3. Wilmington is the largest city in Delaware.

Level - 4 81

Skill - Recognizing adjectives that tell what kind, how many, how much, which ones, or describe.

Behavioral Objective - When given sentences containing a number of adjectives, the child will circle all the descriptive adjectives in the sentence.

Learning Activities and/or Teaching Strategies - Ex. The teacher will put sentences on the board. The child will copy and circle the descriptive adjectives.

1. A little old man stole quietly down the dark and silent street.
2. There are three trees in my back yard.

Level - 4 82

Skill - Recognizing the adjectives called articles: a, an, the

Behavioral Objective - In a given paragraph, the child will circle all the articles within the paragraph.

Learning Activities and/or Teaching Strategies - Ex. The little boy walked down the street. He ate an apple. A man asked him for a bite.

Level - 4 83

Skill - Using descriptive adjectives in a sentence.

Behavioral Objective - When presented with a picture, the student writes three descriptive sentences which includes one descriptive adjective in each sentence.

Learning Activities and/or Teaching Strategies -

1. The happy clown danced.
2. He did funny tricks.
3. He wore a silly hat.

Level - 4 84

Skill - Apostrophe - contractions

Behavioral Objective - Given a list of contractions, the child will put the apostrophe in the proper place.

Learning Activities and/or Teaching Strategies -

let's	won't
can't	wouldn't
we'll	I'll

Level - 4 85

Skill - Using the apostrophe in the singular possessive form with singular nouns.

Behavioral Objective - Given sentences with singular possessive forms without apostrophes, the child will insert the apostrophes in the proper place.

Learning Activities and/or Teaching Strategies -

Ex. 1. John's hat fell off his head.

2. He ran away with the dog's bone.

Level - 4 86

Skill - Using the apostrophe in the plural possessive form with plural nouns.

Behavioral Objective - Given a list of plural possessive nouns, the child will use them correctly in sentences.

Learning Activities and/or Teaching Strategies -

Ex. 1. The boys' bikes were stolen.
2. The kittens' mittens were lost.

Level - 4 87

Skill - Recognizing the possessive words not written with apostrophes: its, whose, hers, his, ours, theirs, yours.

Behavioral Objective - Given possessive words not written with apostrophes, the child will circle all the possessive words not needing apostrophes.

Learning Activities and/or Teaching Strategies -

Ex. 1. Whose coat is this?
2. Is it yours, Michael?
3. No, it is hers.

Level - 4 88

Skill - Recognizing a simile as describing something by comparing it to something else; and a simile's use of like or as.

Behavioral Objective - Given a list of words, the child will compose sentences containing a simile.

Learning Activities and/or Teaching Strategies -

Cold - It is as cold as ice.
Plane - The plane looks like a big white bird.
clown - The clown's face was as white as milk.

WRITING

BIBLIOGRAPHY

Adventures in Handwriting, Peterson directed handwriting.

The MacMillan Company.

INDEX OF SKILLS

THIS SKILL LIST CAN BE USED BY THE TEACHER FOR SELF-EVALUATION AND/ OR PUPIL EVALUATION OF MATERIAL TAUGHT.

_____ 34. Use correct position of body, hand, pencil, paper.

_____ 35. Proper letter formation.

_____ 36. Slanting strokes properly.

_____ 37. Spacing between letters and words.

_____ 38. Proper size of capital letters.

_____ 39. Proper size of small letters.

_____ 40. Forming loop letters properly.

_____ 41. Forming retraced letters properly.

_____ 42. Forming lower loop letters.

_____ 43. Proper line alignment - all letters sit on the line.

_____ 44. Writing letters smoothly.

_____ 45. Developing letter form through oval exercise.

_____ 46. Developing letter form through push-pull exercise.

_____ 47. Developing letter form through rainbow and rocker exercise.

_____ 48. Forming letters with rocker curves.

_____ 49. Forming letters with rainbow curves.

_____ 50. Forming letters with slant lines.

_____ 51. Forming letters with round tops.

_____ 52. Forming letters with sharp tops.

_____ 53. Forming letters with loops.

_____ 54. Forming letters with retraced patterns.

INDEX OF SKILLS (cont'd)

_____ 55. Forming letters with ovals.

Capitalization:

_____ 56. Beginning sentences with capital letters; using capital letters in book titles, stories, poems, reports, etc., using capital letters for names of days of the week; using capital letters for names of holidays; using capital letters for names of persons and pets; using capital letters for names of places, cities, states, countries, etc.; using capital letters for titles of persons; using capital letters for names of a special group of people; using capital letters in the first word of a direct quotation.

_____ 57. Using abbreviations.

_____ 58. Punctuation:
Commas between cities and states
Commas between day and year in a date
Commas in greetings and closings of friendly letter
Commas separating words in a series
Commas in sentences containing direct quotations
Commas separating yes and no when used at the beginning of a sentence.

_____ 59. Use of end punctuation.

_____ 60. Recognizing quotations and quotation marks.

_____ 61. Sentences: completing from fragments.

_____ 62. Sentences: writing complex ones.

Letters:

_____ 63. Friendly letter - recognizing five parts

_____ 64. Friendly letter - writing one using parts in proper order.

_____ 65. Letter writing - addressing envelope correctly.

_____ 66. Invitations - writing one containing all pertinent information.

_____ 67. Writing thank-you notes.

INDEX OF SKILLS (cont'd)

_____ 68. Business letter - recognizing six parts.

Paragraphs:

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_____ 70. Using proper form when writing conversation.

_____ 71. Using margins.

_____ 72. Finding main idea.

_____ 73. Building by adding facts.

_____ 74. Writing book reports.

Writing:

_____ 75. Writing plays and presenting them.

_____ 76. Autobiography

_____ 77. Creative poetry

_____ 78. Imaginative stories

_____ 79. Composing news story with specific facts.

Grammar:

_____ 80. Recognizing proper and common nouns

_____ 81. Recognizing descriptive adjectives

_____ 82. Recognizing adjectives called articles.

_____ 83. Using descriptive adjectives

_____ 84. Apostrophe - contractions - see reading.

_____ 85. Apostrophe - in singular possessive form.

_____ 86. Apostrophe - plural possessive form.

_____ 87. Possessive words not using apostrophes.

_____ 88. Similes - defining and recognizing within sentences.

SPELLING

3-4

SPELLING SKILL - INTRODUCTION

In the hierarchy of the Language Arts Skill Development, spelling is basic because it is dependent upon the others as a base for the proper development. Various studies conducted indicate a positive relationship between all of the Language Arts areas and implies that the teaching of all of these facets should be integrated.

Again, it is a pre-requisite to assess the instructional spelling level of each student through pre-testing. Several pre-tests are:

(1) Botel Spelling Inventory
(2) Dolch Word List
(3) Any graded word list

NOTE: If you are in need of any of the above please contact the reading supervisor.

A rule of thumb to remember is "the instructional spelling level is generally one level below the instructional reading level."

In the early stages of spelling it is wise to use words that are in the speaking-reading vocabulary. These words are usually phonetically structured and when used as spelling words they make for instant success especially when a phonetic approach has been used in reading. It is necessary to keep in mind that as a student progresses through the grades, the difficulty of spelling

words correctly increases due to (1) inaccurate speaking, (2) inaccurate auditory discrimination, (3) increased sight vocabulary load and (4) increased number of word exceptions to the phonic generalizations.

It is absolutely necessary that each student learns to spell to the best of his ability. Therefore, the steps of learning involve "visual, auditory, and kinesthetic imagery as well as an emphasis on recall." It is necessary for the teacher to develop interest and attitudes toward spelling. Several ways the classroom teacher can aid in the approvement of spelling are:

(1) First, pupils can be led to appreciate the fact that spelling errors made a poor impression.

(2) They should understand that the words in their spelling lessons are those most likely to be needed now and in the future.

(3) The interest of pupils is increased when they learn an efficient method for studying their spelling lessons.

(4) Pupils can be convinced that they can improve their spelling ability. They need definite evidence that they are making progress. A comparison of the scores on the first and final tests in the week will provide this evidence.

(5) When a pupil helps in setting goals, he takes responsibility for reaching them.

(6) Create many opportunities for writing on subjects of interest to the children.

(7) Pupils can be led to take pride in correct spelling in all written work, and to proof-read their writing for errors in spelling.

The habit of spelling correctly is necessary in daily living, so it must be one of those "automatic skills" that accompanies the other areas of Language Arts.

3,4 - SPELLING MATERIALS

1. Spelling Learning Game - Lyons and Carnahan
2. Dictionary Skill Chart - Ideal
3. Word Building Chart - Milton Bradley
4. Phonetic Word Drill Cards - Kenworthy
5. Password Game - Milton Bradley
6. Dictionary (1 per child)
7. Phonetic Word Builder - Milton Bradley
8. Crossword Puzzles - Milton Bradley
9. Ditto Masters - Continental Press, Hayes
10. Spill and Spell Game - Ideal
11. Wonder Words (7-9 yrs.) - Games
12. Anagrams
13. Funagrams

SPELLING

Level - 3,4 39

Skill - Distinguishing between vowels and consonants.

Behavioral Objective - Given a new list of spelling words, the pupil identifies each letter verbally as a vowel or a consonant in the word.

Learning Activities
and/or
Teaching Strategies -

Level - 3,4 40

Skill - Ability to distinguish short vowel sounds.

Behavioral Objective - See Reading 122, Page 173

Learning Activities
and/or
Teaching Strategies - See Reading 122

Level - 3,4 41

Skill - Recognizing long vowel sounds

Behavioral Objective - See Reading 126, Page 174

Learning Activities
and/or
Teaching Strategies - See Reading 126

Level - 3,4 42

Skill - Recognizing vowel diagraphs

Behavioral Objective - See Reading 127 and 129, Pages 174, 175

Learning Activities
and/or
Teaching Strategies

Level - 3,4 43

Skill - Recognizing vowel diphthongs "ou", "ow"

Behavioral Objective - See Reading 130, Page 175

Learning Activities
and/or See Reading 130
Teaching Strategies -

Level - 3,4 44

Skill - Identifying words with silent "e"

Behavioral Objective - See Reading 124, Page 173

Learning Activities
and/or See Reading 124
Teaching Strategies -

Level - 3,4 45

Skill - Identifying long vowel sounds in two-syllable word.

Behavioral Objective - See Reading 155, Page 184

Learning Activities
and/or See Reading 155
Teaching Strategies -

Level - 3,4 46

Skill - Changing consonants in the initial positions to make new words.

Behavioral Objective - See Reading 134, Page 177

Learning Activities
and/or See Reading 134
Teaching Strategies -

Level - 3,4 47

Skill - Making new words by changing the final consonant

Behavioral Objective - See Reading 135, Page 177

Learning Activities
and/or See Reading 135
Teaching Strategies -

Level - 3,4 48

Skill - Building new words by consonant blend substitution

Behavioral Objective - See Reading 134, 135, Page 177

Learning Activities
and/or See Reading 134, 135
Teaching Strategies -

Level - 3,4 49

Skill - Recognizing two-consonant blends in the initial and final position.

Behavioral Objective - See Reading 133, Page 177

Learning Activities
and/or See Reading 133
Teaching Strategies -

Level - 3,4 50

Skill - Recognizing silent consonants

Behavioral Objective - See Reading 137 , Page 178

Learning Activities
and/or See Reading 137
Teaching Strategies -

Level - 3,4 51

Skill - Using consonants diagraphs "th", "sh", "ch", "wh" in the initial and final positions.

Behavioral Objective - See Reading 136, Page 178

Learning Activities
and/or
Teaching Strategies - See Reading 136

Level - 3,4 52

Skill - Distinguishing between hard and soft sounds of the letter "c"

Behavioral Objective - See Reading 131, Page 176

Learning Activities
and/or
Teaching Strategies - See Reading 131

Level - 3,4 53

Skill - Distinguishing between hard and soft sounds of the letter "g"

Behavioral Objective - See Reading 132, Page 176

Learning Activities
and/or
Teaching Strategies - See Reading 132

Level - 3,4 54

Skill - Making rhyming words by substituting initial consonant, blends, or digraphs.

Behavioral Objective - Given a list of endings, the pupil will write rhyming words changing the initial consonant, blend, or digraph.

Learning Activities
and/or
Teaching Strategies - ide: 1. ride 3. hide 5. slide
2. side 4. wide 6. guide

Level - 3,4 55

Skill - Ability to add "ing" or "ed" endings correctly when spelling a word.

Behavioral Objective - See Reading 154- Page 184

Learning Activities
and/or
Teaching Strategies - See Reading 154

Level - 3,4 56

Skill - Using the plural forms of "s" and "es" correctly.

Behavioral Objective - See Reading 144, Page 180

Learning Activities
and/or
Teaching Strategies - See Reading 144

Level - 3,4 57

Skill - Recognizing when a final "y" must be changed to an "i" in formation of the plural.

Behavioral Objective - See Reading 145, Page 181

Learning Activities
and/or
Teaching Strategies - See Reading 145

Level - 3,4 58

Skill - Doubling the final consonant when using endings "ed" and "ing"

Behavioral Objective - See Reading 146, Page 181

Learning Activities
and/or See Reading 146
Teaching Strategies -

Level - 3, 4 59

Skill - Recognizing compound words

Behavioral Objective - See Reading 148, Page 182

Learning Activities
and/or See Reading 148
Teaching Strategies

Level - 3, 4 60

Skill - To recognize root words within longer words

Behavioral Objective - See Reading 138, Page 178

Learning Activities
and/or - See Reading 138
Teaching Stragegies

Level - 3, 4 61

Skill - Using the prefixes "un," "re," "pre," "dis"

Behavioral Objective - See Reading 140 and 142, Pages 179, 180

Learning Activities
and/or
Teaching Strategies - See Reading 140, 142

Level - 3, 4 62

Skill - Using the suffixes "y" and "ly"

Behavioral Objective - See Reading 143, Page 180

Learning Activities
and/or
Teaching Strategies - See Reading 143

Level - 3,4 63

Skill - Contractions:
a. Using apostrophes
b. Transfer from two words to a contraction
c. Transfer from contractions to words forming it.

Behavioral Objective - See Reading 147 Page 181

Learning Activities
and/or
Teaching Strategies - See Reading 147

Level-3,4 64

Skill - Arranging words in alphabetical order using third or fourth letter as necessary.

Behavioral Objective - Given a list of words which have the same two, three, or four letters in the initial position, the child will correctly write those words in alphabetical order.

Learning Activities
and/or black blank
Teaching Strategies - bland bleak

Level - 3,4 65

Skill - Finding word meanings

Behavioral Objective - For any given spelling word, the child will find its meaning by using a dictionary.

Learning Activities
and/or
Teaching Strategies - See Dictionary Skills - Reading 172, Page 190

Level - 3,4 66

Skill - Selecting the correct homonym

Behavioral Objective - See Reading 165, Page 187

Learning Activities
and/or See Reading 165
Teaching Strategies -

Level - 3,4 67

Skill - Recognizing synonyms

Behavioral Objective - See Reading 166, Page 188

Learning Activities
and/or
Teaching Strategies - See Reading 166

Level - 3,4 68

Skill - Matching the correct antonyms

Behavioral Objective - See Reading 167, Page 188

Learning Activities
and/or
Teaching Strategies - See Reading 167

Level - 3,4 69

Skill - Spelling the names of the months of the year in sequence.

Behavioral Objective - The child will correctly write and spell the names of all twelve months in order, without oral dictation.

Learning Activities
and/or
Teaching Strategies -

Level - 3,4 70

Skill - Spelling home address

Behavioral Objective - The child will correctly spell in writing, his home address.

Learning Activities
and/or
Teaching Strategies -

Level - 3,4 71

Skill - Spelling the names of the days of the week in sequence.

Behavioral Objective - The child will correctly spell and write the names of the days of the week in sequence without oral dictation.

Learning Activities
and/or
Teaching Strategies -

Level - 3,4 72

Skill - Discovering rhyming patterns in spelling

Behavioral Objective - Given two words that rhyme, the child will write ten words following the same rhyming pattern and tell what the new words he wrote mean.

Learning Activities
and/or
Teaching Strategies - Example: blame - game

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INDEX OF SKILLS

THIS SKILL LIST CAN BE USED BY THE TEACHER FOR SELF-EVALUATION AND/ OR PUPIL EVALUATION OF MATERIAL TAUGHT.

_____ 39. Distinguishing vowels from consonants.

_____ 40. Short vowel sounds

_____ 41. Long vowel sounds

_____ 42. Vowel digraphs

_____ 43. Vowel diphthongs

_____ 44. Identifying words with silent "e"

_____ 45. Long vowel sounds in 2-syllable words

_____ 46. Changing consonants in the initial positions to make new words.

_____ 47. Making new words by changing the final consonant.

_____ 48. Building new words by consonant blend substitution.

_____ 49. Recognizing 2-consonant blends in initial and final position.

_____ 50. Recognizing silent consonants.

_____ 51. Using consonants, digraphs, "th", "sh", "ch", "wh"

_____ 52. Distinguishing between hard and soft sounds of the letter "c"

_____ 53. Distinguishing between hard and soft sounds of the letter "g"

_____ 54. Making rhyming words by substituting initial consonants, blends, or digraphs.

_____ 55. Ability to add "ing" or "ed" endings.

_____ 56. Using plural forms of "s" and "es" correctly.

INDEX OF SKILLS (cont'd)

_____ 57. Changing a final "y" to an "i" in formation of the plural.

_____ 58. Doubling final consonants when using endings "ed" and "ing".

_____ 59. Recognizing compound words.

_____ 60. To recognize root words within longer words.

_____ 61. Using prefixes.

_____ 62. Using suffixes.

_____ 63. Contractions

_____ 64. Alphabetical order to third or fourth letter.

_____ 65. Word meanings.

_____ 66. Correct homonyms.

_____ 67. Synonyms

_____ 68. Antonyms

_____ 69. Spelling months of year in sequence.

_____ 70. Spelling home address.

_____ 71. Spelling days of week in sequence.

_____ 72. Rhyming patterns in spelling.